



I. Philosophy of Academic Honesty

Schools in the Bethesda-Chevy Chase (B-CC) IB Partnership highly value skills that promote personal integrity and good practices among students. To this end, faculty and staff are committed to supporting life-long learners as key traits as identified in the IB Learner Profile are developed. These traits are evidenced in student work that is academically honest. In the B-CC IB Partnership it is critical that students be prepared to withstand the influence of peer pressure, culture, parental and teacher expectations in producing work where they acknowledge the contributions of others. Faculty, staff, and parents work to create an environment that promotes academic honesty as set forth by the IB and the Montgomery County Public Schools (MCPS) *Student Code of Conduct*.

II. Definitions and examples of expected behaviors and practices

Students engage in academic dishonesty when they attempt to gain an unfair advantage over their peers in a school related activity. Types of academic dishonesty include but are not limited to:

Plagiarism: “act of copying or stealing someone else's words or ideas and passing them off as your own work.”

(<http://www.yourdictionary.com/plagiarism#2RmeZ1fR1r01hy0T.99>)

- Examples may include:
 - Using the services of a commercial term paper company
 - Copying part or all of another person’s paper and submitting it as your own
 - Stealing another student’s work and submitting it as your own
 - Knowingly failing to use quotation marks where appropriate
 - Failing to attempt to properly cite sources either internally and/or externally through textual attribution, parenthetical citations, footnotes, endnotes, a works cited page, and/or a bibliography.
 - Citing nonexistent sources (e.g., falsifying titles of articles, books, etc.)

Collusion: an offense that “occurs when the unattributed source is one or more fellow learners.” (“Academic Honesty in the IB” by Jude Carroll

<https://drive.google.com/open?id=0B5n0VEpNsS2lajQ5Z0I3TTRvckE>)

- Examples may include:
 - Copying from others or allowing another to copy from you
 - Taking an assessment for another student, or permitting someone else to take an assessment for you
 - Providing or receiving information about all or part of an assessment, including answers (e.g., telling someone in a subsequent period what was on the exam, or being provided this information)
 - Working collaboratively on a take-home assessment or graded assignment unless

- specifically authorized by the teacher
- Asking another to give you improper assistance, including offering money or other benefits
- Asking another to give you improper assistance, including offering money or other benefits
- Giving assistance on an assignment meant to be individual work
- Obtaining assistance from a parent or another person on an assignment meant to be individual work
- Using the services of another student
- Acting as a provider of paper(s) for a student or students

Other Forms of Academic Dishonesty: Besides plagiarism and collusion, students are guilty of academic dishonesty when they engage in any behavior that creates for themselves an unfair disadvantage over their peers on any type of academic work.

- Examples may include:
 - Having or using notes, formulas, or other information in a programmable calculator or other electronic device without explicit teacher review and permission
 - Having or using a “cheat sheet” (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher
 - Gaining or providing unauthorized access to assessment materials
 - Falsifying data for an experiment or survey
 - Misrepresenting academic accomplishments, such as tampering with computer records.
 - Forging a signature.
 - Possession of any prohibited or unauthorized information or device, whether or not it is actually used, during an exam.

The aforementioned list of behaviors constitutes academic dishonesty. We are aware, however, that new forms of cheating, plagiarism and other forms of dishonesty may arise and, therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith. If you have any doubt as to whether a particular act constitutes academic dishonesty, ask a teacher before you submit an assignment.

III. Areas of responsibility across the Middle Years Diploma Programmes

The following stakeholders at the school share additional responsibilities:

a. Students will

- be principled and “act with integrity and honesty” in all aspects of their work, included but not limited to the preparation for and execution of Orals, Written Tasks, Written Assignments, Essays, Personal Projects, the Math Investigation, Research undertaken, CAS reporting and reflection, and all internal assessments and external assessments (IB Learner Profile);
- avoid engaging in cheating (collusion and sharing information about assessments), plagiarizing, and lying;
- use sources in the prescribed manner;
- “Take responsibility for their actions and their consequences” (IB Learner Profile);

- report any violations of the Academic Honesty Policy; and
- sign a copy of the policy to acknowledge its contents and expectations

b. Teachers will

- include a statement of expectations in keeping with the Academic Honesty Policy on each course syllabus;
- develop, model and sustain ethical practices within the classroom setting;
- abide by a system of graduated consequences beginning with first offences in 9th grade;
- confer with those who violate the Academic Honesty Policy and contact their parents;
- report violations of the Academic Honesty Policy to counselors, administrators, and the appropriate IB Coordinator;
- communicate to students on which assignments they may collaborate and to what extent;
- provide examples of conventions for citing and acknowledging original authorship; and
- encourage use of plagiarism prevention tools.

c. School will

- maintain fairness and consistency;
- provide a safe environment;
- provide professional development for teachers;
- promote parent awareness; and
- assist student learning.

d. Parents will

- support faculty and administration in enforcing the Academic Honesty Policy, which includes attending meetings called to discuss violations of the policy;
- discuss the Academic Honesty Policy with their child; and
- sign a copy of the policy to acknowledge its contents and expectations.

IV. Reporting, recording, and monitoring

Student information on academic and disciplinary matters is confidentially maintained using a system called MYMCPS, which provides authorized users with information on students' past academic performance, demographic and contact information. Teachers, staff and administrators may choose to record contacts with students and parents using the student's communications log. Disciplinary actions are confidentially maintained using a separate part of this system visible to school administrators and leadership.

V. Consequences of academic misconduct and rights of the student

The MCPS Student Code of Conduct provides a framework for schools implementation of discipline expectations that provides five levels of possible responses to student misconduct.

- Level 1 - Classroom and Teacher-led Responses
- Level 2 - Teacher-led/referred and Administrative Supported Responses
- Level 3 - Administrative Supported and/or Removal Responses
- Level 4 - Administrative Supported, and Short-Term Out-of-School Exclusionary Responses
- Level 5 - Long-term Administrative Supported, Out-of-School Exclusionary, and Referral Responses

An extensive explanation of the range of possible consequences covered by each of these levels can be found in the 2016-17 Student Code of Conduct (8-9).

Two types of academic dishonesty are outlined in the Code of Conduct. The first, “plagiarizing, such as by taking someone else’s work or ideas (for students in Grades 3–12); forgery, such as by faking a signature of a teacher or parent/ guardian; or cheating. Sharing or otherwise distributing information contained on assessments or other graded work” is designated as requiring a level 1 or 2 response (15). The second “tampering with, or assisting another to tamper with, the MCPS computer network or exams” requires a minimum level 2 response, and may rise as high as a level 5 consequence, depending on the severity of the incident.

In addition to behavioral consequences outlined in the Student Code of Conduct, MCPS Regulation IKA-RA Grading and Reporting states that if a student engages in academically dishonest behavior, the teacher may assign a zero. A Guide to Student Rights and Responsibilities “

VI. Procedures for the publication and review of this policy

This policy was last reviewed and revised in spring 2017 by the Academic Honesty Policy Committee. The committee consists of teacher and student representatives, the IB MYP Coordinator, and the Assistant Principal who supervises IB implementation. The policy is reviewed bi-annually to monitor effectiveness of policy and potential needs, and for inclusion in the student handbook.

Sources

Cornell University. *Code of Academic Integrity*. <http://cuinfo.cornell.edu/Academic/AIC.html>

Montgomery County Public Schools. *Procedures for Addressing Academic Dishonesty*.

<http://www.montgomeryschoolsmd.org/uploadedFiles/info/grading/GradingProceduresAcademicDishonesty.pdf>

University of Pennsylvania. *University of Pennsylvania’s Code of Academic Integrity*.

http://www.upenn.edu/academicintegrity/ai_codeofacademicintegrity.html